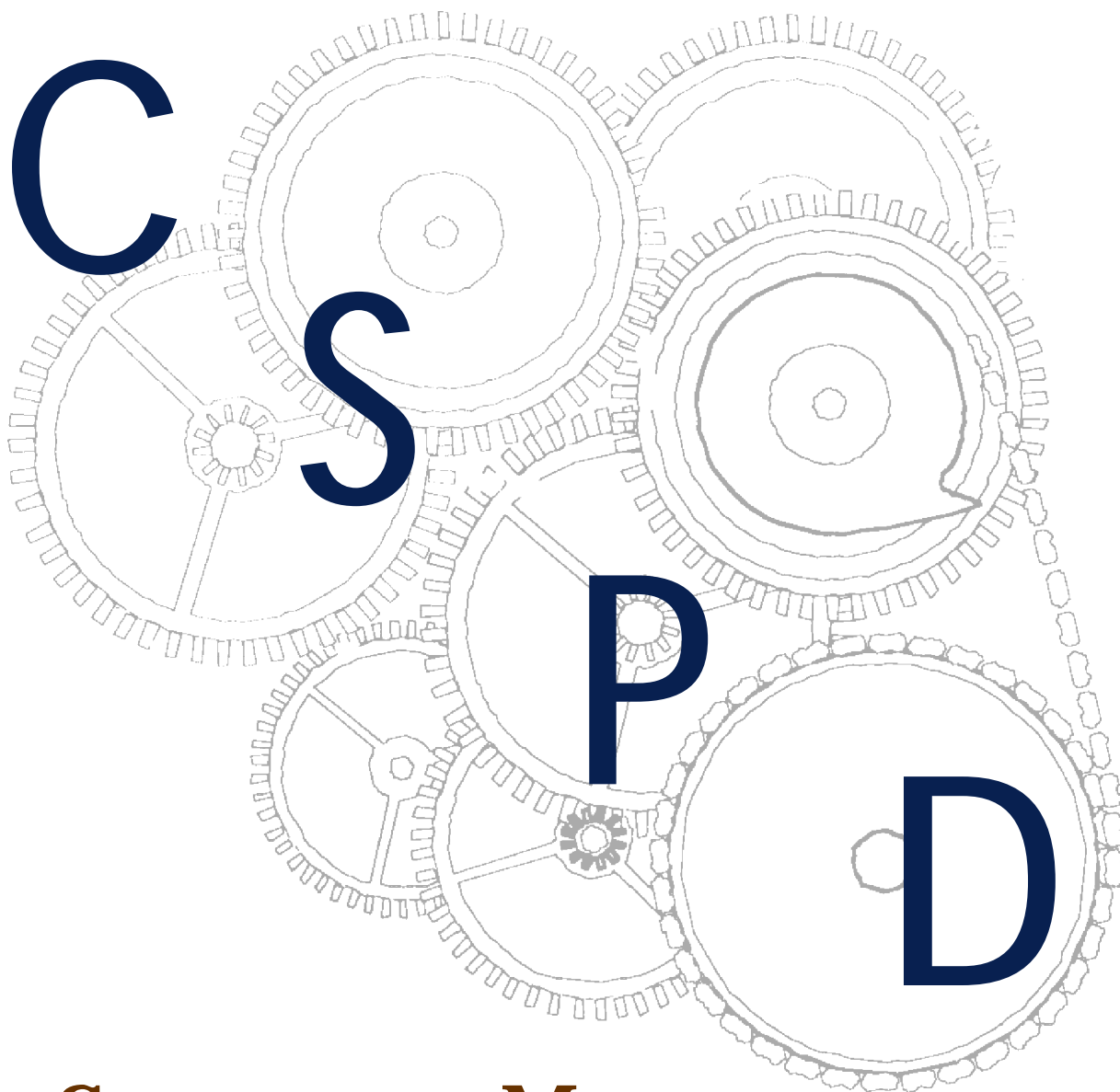


# MONTANA

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



## STAKEHOLDER MANUAL

AUGUST 2000

# MONTANA

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

### STAKEHOLDER MANUAL

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# INTRODUCTION TO CSPD

The purpose of this manual is to provide information for stakeholders regarding the Montana Comprehensive System of Personnel Development (CSPD) system and process. These materials are also intended to acquaint new members with their role and responsibilities as a CSPD state/regional council member.

The Montana Office of Public Instruction would like to express a special thanks for your willingness to volunteer for this important assignment. Your participation will lead to positive results for programs and services provided to students with disabilities in Montana schools.

The key component of Montana CSPD is collaboration. As a member, you will work closely with educators and parents throughout the region/state to implement the CSPD strategic plan and other activities developed by the CSPD Council.

The materials in this manual will give you a foundation of how CSPD works in Montana.

If you have any questions regarding the materials, please contact regional or state CSPD representatives.

COMING TOGETHER IS A BEGINNING

KEEPING TOGETHER IS PROGRESS

WORKING TOGETHER IS SUCCESS.

*HENRY FORD*

# OVERVIEW

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Special education law has required states to have a Comprehensive Systems of Personnel Development (CSPD) since 1975. Each state must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring that they are trained to do their work and guards against serious personnel shortages. The IDEA amendments of 1997 P.L. 105-17 included an increased emphasis on improving school staff and parent skills. State improvement grants were offered on a competition basis for states. Montana received a five year improvement grant; the additional resources will greatly enhance Montana's capacity to provide inservice and technical assistance.

CSPD is a process which includes preservice, inservice, and technical assistance for parents, general education teachers, special education staff, administrators and other service providers with the end result being better programs and services for students with disabilities. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities.

The CSPD system is a sum of the parts. The following is a brief description of critical CSPD components that each stakeholder should understand.



### PRESERVICE

Preservice is the preparation of certified and non-certified staff for employment as administrators and service providers for students with disabilities. Institutions of higher education are given the responsibility to prepare individuals with adequate skills that lead to quality services. CSPD will collaborate with higher education in strengthening educational training programs to help ensure quality staff. CSPD should be involved with certification issues and assuring collaboration between the various institutions of higher learning.



### NEEDS ASSESSMENT

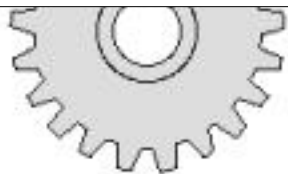
The state CSPD Council conducts an annual inservice needs assessment using a representative sample of certified staff, non-certified staff, and parents. The goal is to identify training needs, develop a system to evaluate CSPD components, activities, and projects, and ensure that each CSPD component includes collaboration. The results of the needs assessment is the catalyst for determining inservice training and technical assistance. The CSPD Council develops the needs assessment and disseminates the results to school districts and regional CSPD Councils.



### INSERVICE

The state and regional CSPD Council and school districts provide relevant training for school staff and parents that improves skills in serving students with disabilities. Inservice is usually based upon data received from annual needs assessment and requirements that arise from the IEP process. The CSPD Council helps support and organize relevant inservice training.

## TECHNICAL ASSISTANCE



The state CSPD council has developed trainers and technical assistance providers for a wide variety of critical special education issues including transition, IEP development, working with students with behavioral difficulties, and inclusion. The end result will be quality education and services for students with disabilities. The CSPD Council is sensitive to the changing technical assistance needs of school districts and regional areas.

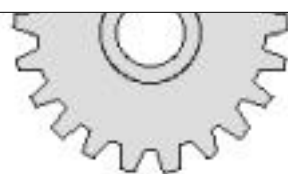
## COLLABORATION



Collaboration involves sharing resources and information, setting common goals, and working together. Collaboration is the glue that holds the other CSPD components together. A main objective of CSPD is to offer opportunities for members of the educational community and parents to work together for a common cause, namely improving services to students with disabilities.

The CSPD council is made up of a broad representative of stakeholders, including parents. Council meetings and activities offer the opportunity for CSPD stakeholders to communicate and collaborate with each other.

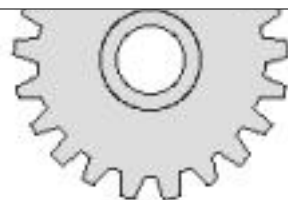
## DISSEMINATION



CSPD involves the dissemination of research validated educational and behavioral practices for service providers of students with disabilities. Promising practices are shared with educators and parents throughout the state.

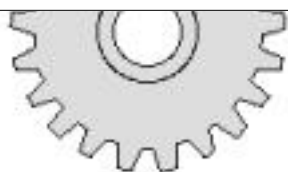
The CSPD Council offers opportunities for individuals and organizations to discuss and disseminate materials at quarterly council meetings.

## EVALUATION



All CSPD activities should be evaluated regarding their outcome and impact to programs for students with disabilities. Evaluation helps determine if CSPD activities are making a real difference. Each section of the CSPD strategic plan should have an evaluation component. Evaluation results should be used as part of the decision making process.

## RECRUITMENT — RETENTION



There are frequent shortages of qualified special education personnel, especially in rural areas. Planning and collaboration should occur at the state, regional and school district level to ensure an adequate staff to serve the needs of students with disabilities. Strategies need to be implemented that promote retaining qualified staff members.

# FEDERAL REGULATIONS

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

### *INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

THE FOLLOWING ARE THE NEW REGULATIONS PERTAINING TO CSPD REQUIREMENTS:

§300.380 General CSPD requirements.

(a) Each state shall develop and implement a comprehensive system of personnel development that —

(1) Is consistent with the purposes of this part and with section 635(a)(8) of the Act;

(2) Is designed to ensure an adequate supply of qualified special education, regular education, and related services personnel;

(3) Meets the requirements of §§300.381 and 300.382; and

(4) Is updated at least every five years.

(b) A state that has a state improvement grant has met the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C. 1412(a)(14))

§300.381 Adequate supply of qualified personnel.

Each state must include, at least, an analysis of state and local needs for professional development for personnel to serve children with disabilities that includes, at a minimum —

(a) The number of personnel providing special education and related services; and

(b) Relevant information on current and anticipated personnel vacancies and shortages (including the number of individuals described in paragraph (a) of this section with temporary certification), and on the extent of certification or retraining necessary to eliminate these shortages, that is based, to the maximum extent possible, on existing assessments of personnel needs.

(Authority: 20 U.S.C. 1453(b)(2)(B))

§300.382 Improvement strategies.

Each state must describe the strategies the state will use to address the needs identified under §300.381. These strategies must include how the state will address the identified needs for in-service and pre-service preparation to ensure that all personnel who work with children with disabilities (including both professional and paraprofessional personnel who provide special education, general education, related services, or early intervention services) have the skills and knowledge necessary to meet the needs of children with disabilities. The plan must include a description of how the state will

---

(a) Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities including how the state will work with other states on common certification criteria;

(b) Prepare professionals and paraprofessionals in the area of early intervention with the content knowledge and collaborative skills needed to meet the needs of infants and toddlers with disabilities;

(c) Work with institutions of higher education and other entities that (on both a pre-service and an in-service basis) prepare personnel who work with children with disabilities to ensure that those institutions and entities develop the capacity to support quality professional development programs that meet state and local needs;

(d) Work to develop collaborative agreements with other states for the joint support and development of programs to prepare personnel for which there is not sufficient demand within a single State to justify support or development of a program of preparation;

(e) Work in collaboration with other states, particularly neighboring states, to address the lack of uniformity and reciprocity in credentialing of teachers and other personnel;

(f) Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of children with disabilities that impedes the learning of children with disabilities and others;

(g) Acquire and disseminate, to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources, and how the state will, if appropriate, adopt promising practices, materials, and technology;

(h) Recruit, prepare, and retain qualified personnel, including personnel with disabilities and personnel from groups that are under-represented in the fields of regular education, special education, and related services;

(i) Insure that the plan is integrated, to the maximum extent possible, with other professional development plans and activities, including plans and activities developed and carried out under other federal and state laws that address personnel recruitment and training; and

(j) Provide for the joint training of parents and special education, related services, and general education personnel.

(Authority: 20 U.S.C. 1453 (c)(3)(D))

#### §300.221 Implementation of CSPD.

The LEA must have on file with the SEA information to demonstrate that —

(a) All personnel necessary to carry out Part B of the Act within the jurisdiction of the agency are appropriately and adequately prepared, consistent with the requirements of §§300.380-300.382; and

(b) To the extent the LEA determines appropriate, it shall contribute to and use the comprehensive system of personnel development of the state established under §300.135.

(Authority: 20 U.S.C. 1413(a)(3))

#### §300.135 Comprehensive system of personnel development.

(a) General. The state must have in effect, consistent with the purposes of this part and with section 635(a)(8) of the Act, a comprehensive system of personnel development that —

(1) Is designed to ensure an adequate supply of qualified special education, regular education, and related services personnel; and

(2) Meets the requirements for a state improvement plan relating to personnel development in section 653(b)(2)(B) and (c)(3)(D) of the Act.

(b) Information. The state must have on file with the Secretary information that shows that the requirements of paragraph (a) of this section are met.

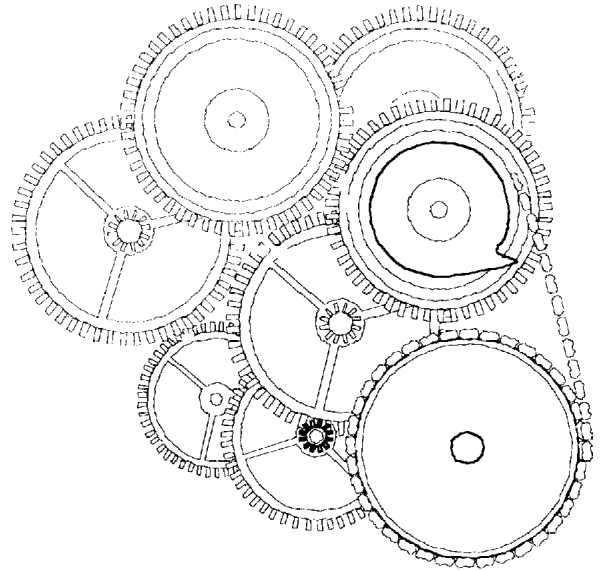
(Authority: 20 U.S.C. 1412(a)(14))



# MONTANA CSPD COUNCIL STAKEHOLDERS

LISTED BELOW ARE THE PRESENT STAKEHOLDERS INVOLVED IN THE  
MONTANA CSPD COUNCIL

American Indian Education  
Certification Standards Practices and Advisory Council  
Early Intervention/Part C  
Educational Service Providers  
Families/Parents  
General Education  
Institutions of Higher Education  
Mental Health  
Montana Rural Education  
Mountain Plains Regional Resource Center  
Paraeducators  
Professional/Advocacy Organizations  
Related Services Personnel  
School Improvement Division  
Special Education  
State Advisory Panel on Special Education  
State Agencies  
Title I



# SUGGESTED REGIONAL CSPD STAKEHOLDER LIST

LISTED BELOW ARE SUGGESTED REGIONAL CSPD STAKEHOLDERS.  
REGIONS WILL VARY IN THEIR MEMBERSHIP

## SCHOOL LEVEL

- ☐ Parent \_\_\_\_\_
- ☐ Title 1 \_\_\_\_\_
- ☐ School Principal \_\_\_\_\_
- ☐ General Educator \_\_\_\_\_
- ☐ School Superintendent \_\_\_\_\_
- ☐ Special Ed Director \_\_\_\_\_
- ☐ Cooperative Director \_\_\_\_\_
- ☐ Special Educator \_\_\_\_\_
- ☐ Related Service \_\_\_\_\_
- ☐ Pareducator \_\_\_\_\_
- ☐ Preschool \_\_\_\_\_
- ☐ Elementary \_\_\_\_\_
- ☐ Middle School \_\_\_\_\_
- ☐ High School \_\_\_\_\_
- ☐ OT/PT \_\_\_\_\_

## AGENCIES/ORGANIZATIONS

- ☐ Voc Rehab \_\_\_\_\_
- ☐ Parent Support \_\_\_\_\_
- ☐ CDC \_\_\_\_\_
- ☐ DPHHS \_\_\_\_\_
- ☐ Rural Institute \_\_\_\_\_
- ☐ Corrections \_\_\_\_\_
- ☐ Mental Health \_\_\_\_\_
- ☐ Developmental Disability \_\_\_\_\_
- ☐ Partnerships \_\_\_\_\_

## COUNTY REPRESENTATION

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## HIGHER EDUCATION

- ☐ University Administrators \_\_\_\_\_
- ☐ Special Education Department \_\_\_\_\_
- ☐ General Education Department \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# CSPD MEMBER RESPONSIBILITIES

LISTED BELOW ARE THE PRIMARY RESPONSIBILITIES OF STAKEHOLDERS  
ON THE CSPD COUNCILS:

- UNDERSTAND AND PROMOTE THE MONTANA CSPD VISION/MISSION;
- BE FAMILIAR WITH THE IDEA (P.L. 105-17) SPECIAL EDUCATION REGULATIONS;
- REPRESENT YOUR STAKEHOLDER GROUP;
- BECOME FAMILIAR WITH THE MONTANA STATE AND REGIONAL CSPD PROCESS AND SYSTEM;
- BECOME FAMILIAR WITH THE MONTANA STATE IMPROVEMENT GRANT;
- ATTEND REGIONAL AND/OR STATE CSPD COUNCIL MEETINGS;
- REPORT CSPD ACTIVITIES AND DISCUSSION TO THE STAKEHOLDERS GROUP AND REGIONAL COUNCIL;
- ASSIST IN THE IMPLEMENTATION OF THE REGIONAL AND/OR STATE CSPD STRATEGIC PLAN;
- PARTICIPATE ON REGIONAL AND/OR STATE CSPD WORK COMMITTEES;
- ASSIST IN THE DEVELOPMENT AND IMPLEMENTATION OF REGIONAL AND/OR STATE CSPD ACTIVITIES; AND
- HELP MENTOR NEW CSPD MEMBERS.

# RESPONSIBILITIES

THE FOLLOWING IS A LISTING OF RESPONSIBILITIES FOR  
THE REGIONAL CHAIRPERSON AND EXECUTIVE COMMITTEE:

- ◇ COMMIT TO ATTEND MEETINGS
- ◇ REPRESENT CONSTITUENTS' ISSUES TO CSPD
- ◇ MARKET CSPD TO CONSTITUENTS (PROF. ORG, AGENCIES, ETC.)
- ◇ ORGANIZE AND SCHEDULE REGIONAL MEETINGS
- ◇ AGENDA DEVELOPMENT
- ◇ DIRECT ADMIN. ASSIST ON CSPD COMMUNICATION WITHIN THE REGION
- ◇ WRITE AND SUBMIT REGIONAL GRANT
- ◇ COMPILE AND SUBMIT FINAL EVALUATION REPORT
- ◇ RESPONSIBLE FOR COLLECTING IMPACT/OUTCOME EVALUATION DATA
- ◇ COMMUNICATE STATE CSPD AND CONFERENCE CALLS INFORMATION TO REGION
- ◇ BUDGET/FINANCIAL RESPONSIBILITY
- ◇ APPOINTMENT LETTER

ASSURE THAT THE FOLLOWING REGIONAL ACTIVITIES ARE CARRIED OUT:

- \*INSERVICE NEEDS ASSESSMENT
- \*ORIENTATION OF NEW MEMBERS
- \*REGIONAL STRATEGIC PLANNING
- \*SUBMIT PLAN FOR CSPD DOLLARS TO OPI
- \*SUBMIT A FINAL EVALUATION REPORT

# PLANNING: A CONTINUOUS PROCESS

THE NEXT FEW PAGES OUTLINE BASIC PRINCIPLES OF STRATEGIC PLANNING  
AND PROBLEM SOLVING THAT IS USED BY MONTANA CSPD

## 1. Current Reality

*Taking an honest look at reality: strengths, vulnerabilities, trends, big questions*

Other terms: needs assessment, environmental scan

## 2. Vision

*Creating picture of the future: what will it look like?*

Other terms: dream, intentions, desires

## 3. Blocks

*Getting to the root cause: what is standing in the way of the vision?*

Other terms: issues, challenges, barriers, contradictions

*Another way to think of blocks is to use the metaphor — “face of the enemy.” Pogo is credited with having said something like: “We looked the enemy in the face and them was us.” Uncovering blocks requires a very honest look at the current reality and uncovering the real cause — the root cause — that which is keeping us from moving toward our vision.*

## 4. Strategic Directions

*Identifying the new : what will it take to get around the blocks?*

Other terms: goals

Things to look for: verbs, action that is substantive and systemic

Brainstorm actions (bold moves) and then create goals

## 5. Action Plan

*Focus on directions or goals and determine priority actions.*

Other terms: objectives

Things to consider: timelines, doable action, relevant action

At a minimum the plan should contain: a list of priority actions with projected timelines

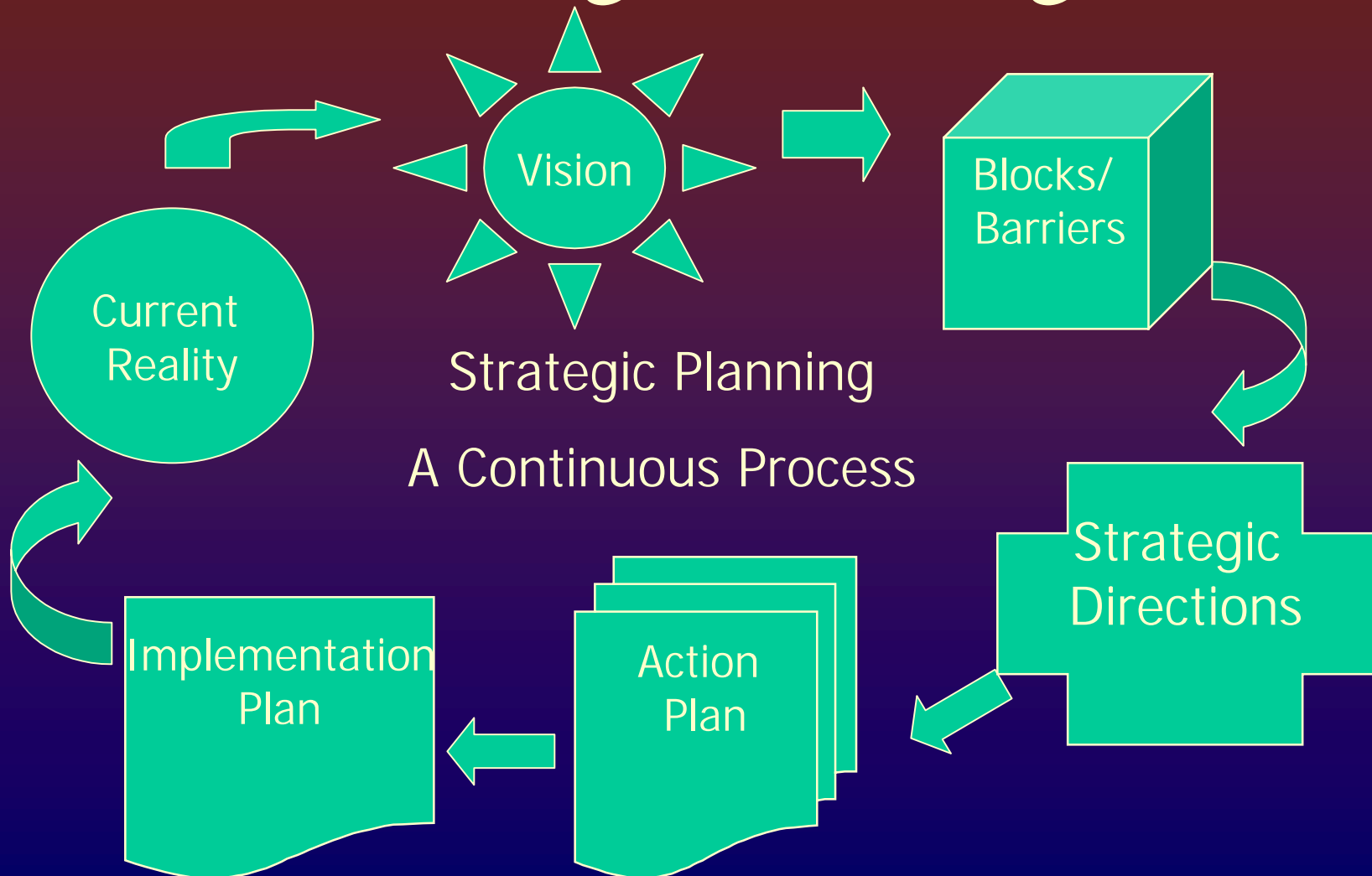
## 6. Implementation Plan

Making commitments to carry out the priority actions.

Things to consider: keep implementation focused to 3 month intervals

At a minimum the plan should contain: the specific steps for implementing a priority action, who is responsible and who needs to be involved, and timeline. Might also contain indicators of completion.

# Strategic Planning



# ADAPTING THE PLANNING FRAMEWORK TO PROBLEM-SOLVING

**Current reality:** What do we know about the situation? What data do we have? What perceptions do we have? What led to the problem? What is working? What is not working? What questions do we have? What might be happening around us that we need to consider when resolving this problem?

**Vision:** What do we want to be different when this problem is resolved? What is our expected outcome? What do we want things to look like — both immediately and over the long term? (Note: in a problem-solving process, it may be necessary to recognize that there may be an immediate “quick fix,” as well as a more long term desired change.)

**Blocks:** What is the root cause of our problem? What are we doing to create the problem or how are we contributing to the problem, inadvertently or intentionally?

**Strategic Directions:** What ideas do we have to resolve this problem? (include both short-term and long-term actions if needed) (use this as a brainstorm activity)

**Action/Implementation Plan:** Of all the ideas we generated, which are the most doable? Which will most likely lead to the result we want to achieve? Is there a need to take a short-term action while we work on a more long-term solution? If we look at what we know from past experience, are there any actions that might lead to unintended consequences?

Using the above questions can help narrow the brainstorm list to a few that are doable, realistic, and most likely to resolve the problem. When you have chosen the desired action, then complete the implementation plan by asking: What steps do we agree to take? Who is going to do what? By when? How will we know if the problem is resolved? Do we need any further meetings?

# MONTANA CSPD STRATEGIC PLAN

THIS SECTION PROVIDES INFORMATION ON THE  
MONTANA CSPD VISION, MISSION, AND STRATEGIC PLAN FOR 1999–2004



# STATE CSPD



*Montana CSPD is a unified personnel development system  
that ensures quality educational programs and services  
for all children and youth.*

## Mission:

*To this end, the mission of CSPD will be to value and promote services which:*

- ❖ *are proactive and flexible in meeting the needs of children and youth*
- ❖ *are unified and integrated through a partnership of families, schools, agencies and communities*
- ❖ *ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others*
- ❖ *evaluate and disseminate best practices and achievements through ongoing high quality professional development*
- ❖ *encourage sensitivity to individual differences with recognition of cultural and ethnic diversity*
- ❖ *support recruitment and retention of high quality educational personnel*
- ❖ *are seen as a series of interdependent stages of continuous growth for personnel*
- ❖ *are designed to meet individual needs delivered through personalized, accessible and practical formats*

# **Comprehensive Service of Personnel Development CSPD 2001-2002 Priorities**

## **1) Enhancing CSPD/State Policies/Systems**

- *Broaden stakeholder representation to move toward professional development councils*
- Market CSPD through brochure and website to general educators and administrators
- Obtain data from OPI on number of and types of corrective actions and types of technical assistance requested by region
- Update and disseminate data-base of technical assistance/in-service providers

## **2) Evaluation and Dissemination of Findings**

- *Assess, review and summarize existing data*

## **3) Addressing Personnel Shortages**

- Develop and implement a Mentoring Task Force
- Develop and implement a Task Force for Recruitment and Retention of qualified staff

## **4) Building Preservice System Capacity**

- *Resurrect the Higher Education Consortium*

## **5) Enhancing Existing Educational Systems**

- *Develop Programs for Excellence Incentive Grants*
- Provide professional development options with a focus on
  - Strategies for general educators to respond to the needs of students with disabilities
    - Instructional strategies
    - Assessment and grading
    - Aligning with state standards
  - Strategies to address post secondary transition with an emphasis on culturally sensitive transition plans that address Native American populations

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 1: Enhancing state policy/systems**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
1. Market CSPD	State CSPD	ongoing	
a. CSPD component in OPI Report	Susan, Bob Runkel	Fall 2002	Done 9/01
b. <b>*Market CSPD brochure and web site to general educators and administrators</b>	OPI, Doug Doty, Regional Chairs, Bill Woodford	Spring 2001	Web site Done 9/01
c. Update brochure	Susan Bailey Anderson	January 2001	Done/ongoing
d. Connect with other organizations (PLUK, SAM, Rural Institute, Higher Ed, etc)	CSPD Regions	Ongoing	
e. <b>* Update and disseminate database of inservice/technical assistance providers</b>	Mt Center on Disabilities Deb Miller	Ongoing	On web 9/01
2. Differentiate roles of state and regional CSPD	State/regional councils	Spring 2000	Done
1. Add job descriptions to orientation manual that differentiate between state and regions			Done
2. Flow-chart of roles			Done
3. Support regions through FTE for administrative assistance	State/Grant	Fall 2000	Done
4. <b>* Broaden stakeholder representation to move toward professional development councils/interagency agreements – state and regional levels</b>	State/regional councils Agencies Nikki Sandve, Exec Board	Ongoing	
a. Attending Professional Development discussions	Exec board appointees	ongoing	
3. Share model of CSPD regional councils with Title I, Eisenhower, and other agencies	Exec board appointees	Ongoing	
4. Facilitate discussions about regional coordinators with professional development consortium.	Nikki, Susan, Exec board appointee	Ongoing	

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 1: Enhancing state policy/systems (continued)**

5. <i>Evolve monitoring process to respond to existing data for targeted TA</i>	State CSPD OPI	Fall 2001	Done
<b>b. *Obtain data from OPI on number of and types of corrective actions and types of technical assistance requested by region.</b>	Susan B Anderson Bob Runkel Bill Johnson	Spring 2001	Ongoing
6. <i>Share resources between regions</i> ➤ <b>Emphasize success</b> ➤ <b>Highlight connections</b> ➤ <b>Identify goals – projects</b>	Regional CSPD		ongoing
7. <i>Update mailing list</i>	Susan Bailey Anderson	Spring 2001	Ongoing
8. <i>Broaden stakeholders to include transition council, parents, minorities and other stakeholders.</i>	State Council/ Regional councils	2000-2001	Ongoing
9. <i>Create a linkage between CSPD in Part B with other state programs (Mental Health, Juvenile Probation, Part C, Title I)</i>	State Council Bill Woodford	2001-2002	Ongoing

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 2: Evaluation and dissemination of findings**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
1. <b>*Assess, review, and summarize existing data.</b>	Mary Susan Fishbaugh Regional coordinators submit to state	Spring 2001	
a. Collect data from regional information on trainings done so far	Mary Susan Fishbaugh		Being sent in
b. Review data to see what is needed	Mary Susan Fishbaugh		ongoing
2. <i>Develop means to evaluate impact of past efforts</i>	Mary Susan Fishbaugh, Mike Hermanson		
3. <i>Develop strategy and tools for future evaluation efforts</i>	Mary Susan Fishbaugh, Mike Hermanson	Same as above	
a) review/ revise forms to provide information about impact/ outcome data			Done but ongoing
b) design data collection format and disseminate to regional chairs via orientation notebook			Done but ongoing
c) develop strategies for evaluation process for Projects of Excellence Incentive Grants	State council- decide info Regional councils	Spring 2001	
4. <i>Communicate dissemination information on data collected to Regions/ IHE's and others (including legislature)</i>	Involve University types to write, revise and submit Bob Runkel	As information is available from regions & state	
5. <i>Develop strategies for dissemination of information on new monitoring process</i>	OPI	Ongoing	Done

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 3: Addressing personnel shortages**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1) *Develop and implement a recruitment/retention task force</b>	Susan BA, MSBA rep, Sue P, Bill J, CEC rep, Judy Lamb		Has been developed
a. Invite Dale Brown (recruiter from Kansas) to talk about recruitment strategies	Susan B Anderson Mountain Plains	Spring 2000	Done GREAT!
b. Develop web site for recruitment	Don Findon		Sept 2001
c. Involve high school students in volunteer/ school to work programs in special education	Eric Burke	Jan 2002	
d. Develop special education experiences for regular education preservice teachers	Higher Education Consortium	April 2002	
e. Develop training programs with tribal colleges to recruit native American students into special education preservice training programs	High Education Consortium		Ongoing
f. Work with high school counselors to implement internships for high school students to work with students with disabilities	Susan Bailey Anderson (find out how to communicate with counselors		
g. Recruit retired teachers from other states and from within the state / investigate job-sharing to attract people from retirement			
h. Recruit paraeducators into teacher education programs	Paraprofessional Consortitum		

**\*\*Recruitment/ Retention Task Force members:**

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 3: Addressing personnel shortages (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
2. Set up partnerships with nearby states to enable MT students to attend their programs (tuition/slots, etc.) for speech, OT.	Marilyn Pearson, Pete Donovan, U of N Colorado		Ongoing
a. Research programs available exist in neighboring states	OPI		Ongoing
b. Revive Partnership for Speech/ Language Services to work on this issue including MASHA and other stakeholders-parent, coop director, OPI, higher ed. Licensure, legislator	Susan B Anderson Marilyn Pearson Suzanne, Judy, Pete D	Spring 2000	Ongoing
c. Establish relationships with IHE for in-school experiences/ internships for Speech/ PT/ OT	State organizations		
d. Establish funding source four stipends for interns (federal state/ local funds	Commissioner of Higher Ed		
e. Establish out of state fee waivers for Montana students- EWU- OT program/ Minot State- Speech	OPI/ SIG		
f. Promote and strengthen high school awareness	OT/PT/ Speech organizations		
g. Establish scholarships for related service programs	Commissioner of Higher Ed/ OPI		
h. Increase salaries/ creative incentives to attract related service personnel	OPI-		
i. Support for students attending out of state programs			ongoing
j. Develop legislative presentation	OPI		

**Related Service Partnership Task Force Members:**

**State CSPD Action Plan 1999-2004**  
**Revised 8/6/01**

**Number 3: Addressing personnel shortages (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>3. Develop and implement an mentoring task force to determine a system that is more supportive of personnel as they go into field**</b>	<b>Task Force- Mike H, Mary Susan, Dale, Angie, Kathy, Karla, Nikki</b>		<b>ongoing</b>
a. <i>Include present personnel, pre-service, high school</i>			
b. <i>Exchange of ideas and information –research existing mentoring programs</i>			<b>done</b>
c. <i>Identify cadres of teachers REGIONALLY who would be available/ willing to participate</i>	<b>Mary Susan Fishbaugh Regional Chairs</b>	<b>April 2001</b>	<b>List</b>
d. <i>Develop a matrix/.comparison of programs in existence in the state: Great Falls, Havre, Billings, Endorsement Project, OT/PT organization, MEA/MFT</i>	<b>Mary Susan Fishbaugh Karla Wohlwend</b>	<b>April 2001</b>	<b>Matrix</b>
e. <i>Ask regions to come up with list of mentor candidates</i>	<b>Regional Chairs- bring list</b>	<b>Ask 1/01 Return 4/01</b>	<b>done</b>
f. <i>Regional Chair reminder</i>	<b>Angie Walker; CSPD calendar reminder Info to Tana before 3/1/01</b>		<b>Done</b>
g. <i>information to regions- training on how to mentor new personnel</i>			
h. <i>Work to have instate programs currently missing</i>			
i. <i>Provide training to rural areas to allow local residents to become qualified</i>  • <i>Facilitating local use of existing programs</i>			<b>Ongoing</b>

**\*\*Mentoring Task Force:** Sylvia Mangan, Jennifer Williams, Ginny Haines, Mike Hermanson, Mike Jakupcak, Angela Walker, Dale Lambert, Kathy Schmidt, Karla Wohlwend, Mary Susan Fishbaugh



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**Number 4: Building pre-service system capacity**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1. *Resurrect Higher Ed Consortium</b>	Barb, Susan, Linda, Jo	Feb '00	
a. Invite Mt Plains to present information on Standards?			
b. Establish relations with other professional organizations to create higher education curriculum change	CSPD, higher education consortium IHE portfolio group Barb, Linda		
c. Develop work plan with the Council of Deans to create curriculum revisions d. Adopt current courses for general ed	OPI/CSPD Higher Education Consortium (to be expanded – include other professional organization)		
e. CSPD Higher Education representatives advocate for change within their own system	CSPD Higher Ed. Representatives		
f. Training for educators ensuring alternative assessments are aligned with state standards	RID for State improvement Grant		Started, needs to continue
g. Continue partnerships with universities to prepare related service personnel	OPI, CSPD, Higher Ed, Judy Lamb		

Higher Education Consortium members:

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**Revised 8/6/01**

**Number 5: Enhancing existing educational systems**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1 Identify current best practices on different ways to provide professional development (based on needs assessment) and disseminate to all stakeholders including educators, administrators, community agencies</b>	State CSPD & MPRRC, Professional Development Subcommittee, Nikki	Spring 2001	
a. Research different ways to provide professional development (State Professional Development Center 444-3855 –John Moore/ Jan Thompson 453-6242)	Committee		done
b. Strategies to include: more online courses, Metnet trainings-target trainings, learning circles, use of video camera, methods to improve follow-up, mentoring/model teaching, Technology options plus research (administrative support needed) , different levels of methods to do professional development (stages of methods) , needs to be the best of the best.	Professional Development Subcommittee, Nikki		
c. provide a statewide training on different methods to do professional development	Professional Development Subcommittee, Nikki	Fall 2001	
d. Provide paraprofessional training/ incentives	Para Ed. Task Force/Grants Nancy Marks, Bill Woodford	Ongoing	Ongoing
e. Develop training model with Technical Assistance follow-up	Model – State CSPD Implement – Regional CSPD Region 3	Feb '00	In progress
f. Develop a model to use technology for targeted technical assistance	State Improvement Grant, Don Findon, Ted Maloney, Mike Hermanson	Dec 2002	

**Professional Development Models Committee:**

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**Number 5: Enhancing existing educational systems (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>2. *Develop Programs for Excellence Incentive Grants that support creative and innovative models for providing ongoing professional development opportunities</b>	Executive Board Regional councils	Spring 2001	Ongoing
<b>3. *Provide general educators training so they can respond to needs of students with disabilities</b> <b>a. Instructional strategies</b> <b>b. Assessment and grading</b> <b>c. Aligning with state standards</b>	Regional Councils Bill Johnson, Ron Laferriere	2001-2002	Ongoing
<b>4. a. Implement "We Teach All"</b>	Martha Lehman	Summer 2001	Ongoing
<b>5. *Provide technical assistance and inservice with an emphasis on post secondary transition of culturally sensitive transition plans that address Native American populations</b>	Regional Councils Ted Maloney, Deb Miller	2001-2002	Ongoing

# ***MT CSPD Planning***

## ***Meeting Summary***

***August 6, 2001***

### ***Participants:***

Nancy Marks- State CSPD Chair  
Bill Woodford- State CSPD Chair-Elect  
Angie Walker- State CSPD Secretary  
Susan Bailey Anderson- OPI CSPD Coordinator  
Martha Lehman- State Improvement Grant Coordinator  
Nikki Sandve, Pete Donovan- OPI Special Education Division  
Ann Beste-Guldburg, Helen Murphy- Region 1  
Karla Wohlwend, Aileen Couch- Region 2  
Marsha Sampson- Region 3  
Ron Laferriere- Region 4  
Ginny Haines- Region 5  
Debra Miller- Region 3

### ***Current Situation:***

#### ***Things that are working:***

- Web site
- Inservice technical assistance manual
- Broadened Stakeholders
- AWARE and Mental Health participation on State Council
- Job description for regional coordinators
- Regional Coordinators
- Share resources between regions
- Start assessing-review and summarizing data
- Develop[ing] technical assistance for professional development in local schools
- Paraeducator training
- Professional development that is offered in the regions and its impact
- Revised Paraeducator Guide (Sept)
- Continued expansion of MBI
- Launching of "WE Teach All"
- Transitions outcomes project!
- SIG
- Evolution and vitality of Regional CSPD concept
- MT CSPD "Nationally Renowned!"

#### ***Things that are not working:***

- No mentoring grant- No Mentorships!
- Retention/ Recruitment Incentives
- Data Integration (We've got it- what are we doing with it!)
- Inconsistent interest- Higher Ed Consortium
- Pay for paras
- Student input
- In some circles we (CSPD) are still viewed as just for special educators
- Need to do professional development differently
- Expansion of Employment board
- Not getting CSPD word out to everyone within Special Ed and Regular Ed
- Not enough follow-up training
- No interpretation of impact information- no formative data.

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***Big Questions***

- ? How will we address personal shortages, i.e., speech, OT/PT, and special education teachers?
- ? How do we make CSPD personnel development for ALL?
- ? How do we ensure doing a better job of initial (preservice) teacher preparation for regular ed and special ed?
- ? How do we mentor and retain new teachers?
- ? How do we deliver personnel inservice in ways that increase accessibility?
- ? How do we address funding issues?
- ? How do we address availability of related services in rural areas?
- ? How do we encourage participation in CSPD and CSPD related activities?
- ? What additional incentives can a district provide to recruit and retain personnel?

***Trends***

1. Pulling together of General Ed and special ed into more cohesive group
2. Losing teachers, service providers, and administrators to other states
3. Underfunding of education at state level
4. Increased litigation
5. Emphasis on outcomes and accountability in education
6. Emphasis on behavior strategies
  - a. Proactive approaches
  - b. Increasing number of kids with behavioral challenges
7. Standards movement
8. Assessments ?#!
9. Teacher certification reciprocity (other states)
10. Doing more with less
11. Reading/literacy grant (3 years) improving early reading skills
12. HR 1- HSEA Reauthorization

***Vision of what we are moving toward:***

Revised to be:

**Montana CSPD is a unified personnel development system**  
**that ensures quality education for all students**

*From 1999 (to refer to in future)*

***Adequate Accessible Resources***

- Applicable, varied and adequate resources
- Shared resources – agency, state, federal local
- Regional coordinators
- State coordinated head hunters
- Adequate preparation and training dollars
- On-time, specialized technical assistance
- Equal access to training
- Ore bang for your buck

***Interdependent, Purposeful, Sustained Professional Development***

- Seamless-purposeful professional development
- “streams into rivers”: agencies into networks: training into outcomes
- planned- preservice through inservice
- responsive to individual needs

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- training – grass roots based, personalized, accessible, practical
- reality-based personnel preparation
- available appropriate training
- cross-curricular training activities

***Integrated, Equalized Network***

- single, interagency training network
- heterogeneous education teams that include community human service agencies
- built on local relationships and connections
- inclusive, integrated partnerships
- equally controlled collaboration
- integrated, comprehensive system
- effective supportive services

***Competent, Valued Personnel***

- outcomes, measurable for professionals
- competent valued personnel
- accommodate diversity
- teams of educators prepared for invisible service delivery
- MBI – maintained and improved

***Productive, Involved Citizens***

- Participating, productive citizens
- Outcomes – measurable, student
- Sustaining, supportive village
- Resulting in successful transitions
- MBI maintain and improve

***Potent, Informed advocacy***

- Communication with stakeholders, public and policy makers
- Advocacy – fiscal, equalization, student/educators

***Effective, responsive leadership***

- Leadership – collaborative, interagency, dynamic, experienced, responsive, visionary, effective
- LEA district support for continuing education and follow-up

***Barriers to our Vision:***

**Low salaries and benefits make it difficult to retain and attract personnel.**

- Salary/benefits
- Personnel not available (training, compensation, benefits)

**Resources are constrained by single source of funding and size or location of schools.**

- Unequal access to resources because of size or location
- CSPD has single funding source – needs varied support
- Hiring expertise but not developing it because of limited resources
- Economic changes

Limited legislative support and changing governmental demands keep CSPD a low priority.

- Governmental changes
- Limited legislative support for kids (education, mental health, social services)

People feel comfortable doing things the way they have always done them and tend to cling to old paradigms.

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**Revised 8/6/01**

- **Clinging to local control (district, agency, university)**
- **Rugged individualism**
- **Fear of change**
- **Perceived set of rules/laws that prohibit people from completing goals – tasks – ideas**
- **Reactive rather than proactive**
- **Acceptance of technology (fear of . . .)**
- **Leaders who are not current with best practices**

Personnel do not have a shared vision both within and across schools/agencies.

- **Individual agendas interfere with team approach**
- **Varying shared vision with general education and administrative support**
- **Key personnel in schools and agencies do not share a common sense of vision**
- **Leaders who are not current with best practices**

Everyone wears multiple hats and must respond to conflicting demands for commitment.

- **Trainers and resources do not mentor others or reach areas where training is needed.**
- **Time constraints due to commitments**
- **Too many meetings – not enough action**
- **System is personnel dependent**
- **Limited commitments**

Different cultures, current isolated practices, distrust, and inconsistent communication across agencies preserve the complexity of implementing integrated, system change.

- **Complexity of implementing integrated system of training**
- **Instability of the mental health services**
- **Buy in from other agencies financial and programmatic**
- **Different cultures across agencies**
- **Inconsistent meaningful communication between agencies**

People across the state do not know about or understand CSPD support and resources.

- **General awareness of CSPD; recognition**
- **CSPD only known for special education**
- **CSPD only known for inservice**
- **Knowledge of CSPD – unknown**
- **CSPD – name too hard to understand; not understood (becoming more well known)**

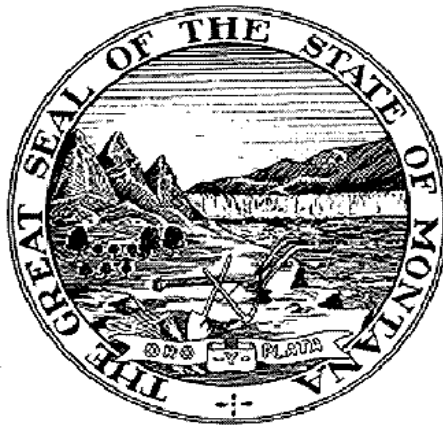
## STATE IMPROVEMENT GRANT

THIS SECTION INCLUDES THE ACTUAL TEXT FROM THE MONTANA STATE IMPROVEMENT GRANT (SIG) THAT WAS AWARDED DURING THE SPRING OF 2000 FOR A PERIOD OF FIVE YEARS. THIS MATERIAL WILL HELP EXPLAIN THE RELATIONSHIP BETWEEN CSPD AND THE SIG.



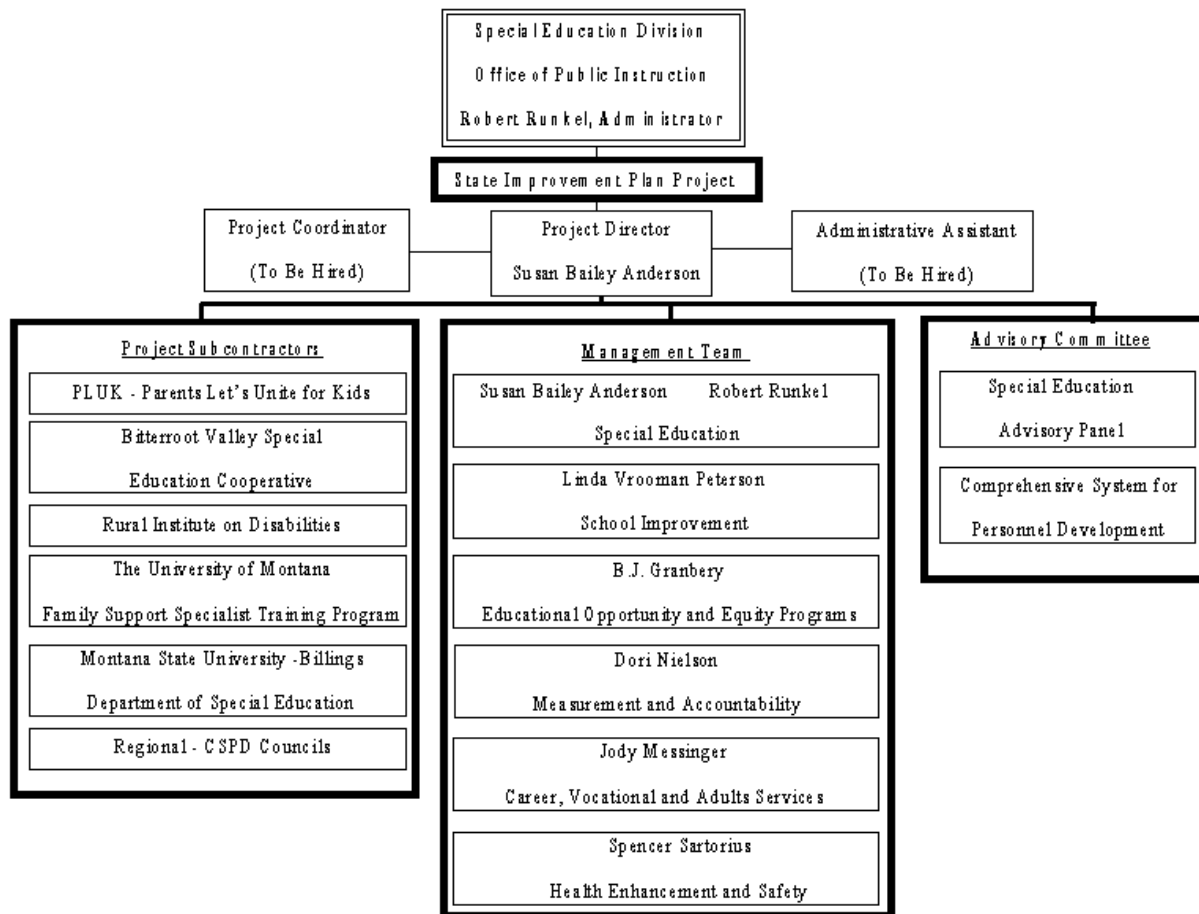
# **Excellence for All**

## **Montana Initiative for School Improvement**



## **Montana's State Program Improvement Grant**

**December 15, 1999**

**FIGURE 2. Organizational Structure for the Project**

Initiative Teams (I-Teams) will be established for related objectives within each of the project's three goal areas. The Special Education Administrator and Project Director will finalize the membership of each I-Team, drawn from the agencies and groups that have been identified as collaborating partners. Table 9 identifies partners responsible for planning, implementing and evaluating each of the project's objectives. Each I-Team will establish their own meeting schedule and conduct their efforts in accordance to the project's management system (p. 72). The Project Coordinator and Project Director will divide liaison responsibilities with the I-Teams, such that each I-Team has an OPI contact person that serves as a conduit to the Project's management team.

Contracts with collaborating partners will be established, developed, and monitored according to the guidelines set in place for the Office of Public Instruction. Table 8 in the previous section delineates key contractual partners and the specific initiatives with which they will be associated. The Budget Narrative includes information about the fiscal arrangements for each collaborating partners.

Representatives of the Special Education Advisory Panel and Montana's State CSPD will form a joint Advisory Committee for the project (See section 6.2, p. 79, Appendix H and Table 6 in Section 3 for additional detail). The Project Director will meet with the Advisory Committee quarterly to seek their counsel and advice on the project goals, objectives and activities, and to involve them in implementing project activities through the schools, universities, organizations and agencies they represent.

### Management System

The project, including the Management Team, I-Teams, and contractors, will use a management system based on Hinrichs and Taylors (1969) Planning-Programming-Budgeting System (PPBS) to monitor the project's accomplishments and expenditures. The PPBS has proven to be an effective tool for continuous managerial performance feedback and oversight for daily management and decision-making. It facilitates effective project management at all project levels and promotes ongoing project evaluation so activities and resources (fiscal and personnel) can be redirected when needed. The project's evaluation system (see Section 7) is built into and facilitates the effectiveness of the PPBS for project management and helps to ensure ongoing feedback and

continuous improvement of project operations. Steps in the PPBS are as follows: **1)** Project objectives are specified, analyzed, and based on the project's goals. **2)** Activities are analyzed and specified for each objective. Alternatives and *budgets* for accomplishing objectives are explored to determine effective and economical methods for achieving the goals. Preferred combinations are selected as project activities. *Project personnel determine responsibility assignments for activities and establish timelines.* These activities, responsibility assignments, and timelines guide project implementation and become the basis for determining performance status, and providing feedback for continuous improvement. Activities may be added, redefined, or dropped if project evaluation indicates alternative action is required. **3)** Implementation of project goals, objectives and activities is initiated and monitored weekly through project meetings and individual reporting. Minor adjustments are made and communicated across project personnel; **4)** Quarterly progress checks evaluate program status and accomplishments by **a)** monitoring status of activities planned and completed, activities scheduled but not completed are evaluated to determine appropriate actions; **b)** determining the percentages of activities in progress or accomplished; and **c)** monitoring the timelines of each implemented activity, reallocation of resources/budget will occur if necessary, and the progress reports will help determine if corrective management is necessary. **5)** Recommendations from the above evaluation component are communicated across project personnel-partners and implemented. Project activities that continue unchanged, loop again through Components 3, 4 and 5 (above). If activities/timelines need to be modified, the loop will begin at Component 2 (above) and loop through Component 5.

The PPBS will also serve as the vehicle to evaluate, with project personnel and partners, the project's goals, objectives, activities and budget at the beginning of each project year. This will ensure that the project remains responsive to the steps necessary to accomplish the goals and outcomes. The PPBS provides the mechanism to ensure that information and feedback is communicated across all project partners, and is designed to promote continuous improvement in project operations. The project's goals, objectives, and outcomes are delineated in Section 3.1 of this narrative. The specific activities, timelines, and responsibility assignments can be found in Appendix K.

### Responsibilities and Timelines

Table 9 displays the project's goals, objectives, responsibility assignments and timelines. Responsibility assignments are coded: **PD** - Project Director, **PC** - Project Coordinator, **MT** -Management Team, **IT** - Initiative Teams, **AC** - Advisory Committee, **CSPD** - Comprehensive System for Personnel Development, **RCSPD** - Regional Comprehensive System for Personnel Development, **PLUK** - Montana's Parent Training and Information Center, **MUS** - Montana University System, **LEA** - Local Education Agency. Timelines are designated with the start date for the first year and marked for each year activities for the objective continue to be implemented. Appendix K provides a list of detailed activities for each goal and objective, projected timelines for the activities, and responsibility assignments.

**Table 9: Project Goals, Responsibility Assignments, and Timelines by Years**

<b>Goal 1: Standards-Based Reform.</b> Personnel and policy makers responsible for the education of students with disabilities will work as partners with general educators in the development, implementation, and continued refinement of Montana’s school reform activities at the state and local levels.					
Objectives for Goal 1		Responsibility and Timelines by Years			
1.1 Use multiple methods to assist educators in aligning local curricula and instructional practices to state standards, demonstrating their applicability to the learning needs of students with identified disabilities.		PD, PC, MT, IT, AC, CSPD, RCSPD, LEA			
		2000	2001 1/15	2002	2000
1.2 Provide assistance and training to LEAs to ensure that the needs of students with disabilities are being addressed in school improvement initiatives.		PD, PC, MT, IT, AC, CSPD, RCSPD, LEA			
		2000 10/1	2001	2002	2003
1.3 Clarify requirements and improve current levels of practice regarding the involvement of students with disabilities in statewide assessments.		PD, PC, MT, IT, AC, CSPD, RCSPD, LEA			
		2000	2001 1/15	2002	2003
1.4 Provide assistance and training to LEAs to		PD, PC, MT, IT, AC, CSPD, RCSPD, LEA			

**Goal 1: Standards-Based Reform.** Personnel and policy makers responsible for the education of students with disabilities will work as partners with general educators in the development, implementation, and continued refinement of Montana's school reform activities at the state and local levels.

ensure that students with disabilities are involved in statewide assessment systems.	2000	2001 1/15	2002	2003	2004
1.5 Establish clear expectations for improved achievement for students with disabilities relative to the general education curriculum.	PD, PC, MT, IT, AC, CSPD, RCSPD, LEA				
	2000	2001 2/1	2002	2003	2004
1.6 Develop an integrated management information system that brings together data collected by general education, special education, and vocational education divisions of the Office of Public Instruction.	PD, PC, MT, IT, AC, CSPD, LEA				
	2000	2001 3/1	2002	2003	2004
1.7 Link monitoring practices to the school improvement process, supporting LEAs in their efforts to use accountability data to evaluate school performance and identify areas in need of improvement.	PD, PC, MT, IT, AC, CSPD, LEA				
	2000 8/1	2001	2002	2003	2004

<b>Goal 2: Improved Outcomes for Students with Disabilities.</b> General and special educators, families, and other agencies that support young children and students with disabilities will collaborate to efficiently use resources and align efforts to improve outcomes for students with disabilities.					
Objectives for Goal 2		Responsibility and Timelines by Years			
2.1 Coordinate information dissemination, technical assistance, and training efforts to focus on improved transition planning for students with disabilities.		PD, PC, MT, AC			
		2000 8/1	2001	2002	2003 2004
2.2 Support interagency collaboration at the state and local level to make available necessary services and supports for students with disabilities and their families.		PD, PC, MT, AC, CSPD, RCSPD, LEA			
		2000 8/1	2001	2002	2003 2004
2.3 Support the replication and refinement of a collaborative model to deliver school-based mental health services to students with emotional support needs.		PD, PC, IT, AC, CSPD, RCSD			
		2000 11/1	2001	2002	2003 2004
2.4 Investigate the fiscal and programmatic feasibility of a Low Incidence Support Team to provide on-site technical assistance and training in dealing with the unique needs of students who “stress” the system.		PD, PC, IT, AC			
		2000 1/15	2001	2002	2003 2004



<b>Goal 2: Improved Outcomes for Students with Disabilities.</b> General and special educators, families, and other agencies that support young children and students with disabilities will collaborate to efficiently use resources and align efforts to improve outcomes for students with disabilities.					
2.5 Strengthen the infrastructure of the regional CSPD Councils, supporting them in their efforts to identify and respond to priority professional development needs within their regions.	PD, PC, IT, CSPD, RCPD, PLUK				
	2000 8/1	2001	2002	2003	2004
<b>Goal 3: Personnel Retention/Recruitment and Professional Development.</b> Schools across Montana will be staffed with a sufficient number of trained personnel to provide special education and related services to students with disabilities.					
<b>Objectives for Goal 3</b>		<b>Responsibility and Timelines by Years</b>			
3.1 Implement collaborative agreements with personnel preparation programs in other states to alleviate shortages in the areas of related services and educational interpreters.	PD, PC, MT, IT, AC, MUS				
	2000 8/1	2001	2002	2003	2004
3.2 Collaborate with institutions of higher education to increase opportunities for a planned course of graduate study that furthers professional development and lifelong learning for teachers.	PD, PC, MT, IT, AC, MUS				
	2000 10/1	2001	2002	2003	2004
3.3 Collaborate with institutions of higher	PD, PC, MT, IT, AC, MUS				

<b>Goal 3: Personnel Retention/Recruitment and Professional Development.</b> Schools across Montana will be staffed with a sufficient number of trained personnel to provide special education and related services to students with disabilities.					
Objectives for Goal 3	Responsibility and Timelines by Years				
education to provide new mechanisms and approaches to increase the ability of general educators to respond to the needs of students with disabilities.	2000 10/1	2001	2002	2003	2004
3.4 Address barriers to the recruitment of special education teachers through changes in certification requirements.	PD, PC, MT, IT, AC				
	2000 3/1	2001	2002	2003	2004
3.5 Collaborate with institutions of higher education to provide preservice training and ongoing professional development for personnel who work within the early intervention system.	PD, PC, MT, IT, AC, CSPD, MUS				
	2000 8/1	2001	2002	2003	2004

# **MONTANA CSPD BY-LAWS**

THIS SECTION OUTLINES THE OPERATING PROCEDURES FOR  
THE STATE MONTANA CSPD COUNCIL

**Bylaws of the Council**  
Montana Comprehensive System of Personnel Development  
**June 2000**

**Article I**

Name

The name of the council shall be the Montana Council for Comprehensive System of Personnel Development.

**Article II**

Purpose

The purpose of this Council shall be to implement the provisions of the Individuals with Disabilities Education Act (PL 105-17) as outlined in the mission statement which follows:

Mission Statement

The Montana Comprehensive System of Personnel Development (CSPD) will coordinate evaluate, review, and recommend action for all aspects of preservice, technical assistance, and inservice education and development offered to Montana' s educators, related service personnel, families, and other team members responsible for implementing the Individuals with Disabilities Education Act (IDEA).

CSPD is dedicated to providing the coordination and support needed to ensure comprehensive, quality, integrated education and services to Montana' s children and youth.

**Article III**

Membership

Section 1. The membership of this Council shall be limited to those individuals whose purpose is to further preservice and inservice education for Montana' s educators and related service personnel as outlined in IDEA.

Section 2. It is recommended, but not required that the membership be made up of representatives from the following entities or groups:

Montana State University- Bozeman  
Montana State University- Billings  
University of Montana- Missoula

University of Montana- **Dillon**  
University of Montana- Havre  
Rocky Mountain College  
**Carroll** College  
University of Great Falls  
Consumer(s)  
Parents  
**Paraprofessionals**  
Public School System  
Head Start  
Montana Council of Administrators of Special Education  
School Administrators of Montana  
Montana Association of School Psychologists  
Montana Speech and Hearing Association  
Montana Occupational Therapy Association  
Montana Physical Therapy Association  
Montana Association of Health, Physical Education and Recreation  
Montana Education Association  
American Federation of Teachers  
Residential Psychiatric Services  
Montana Council for Exceptional Children  
Indian Education  
Developmental Disabilities Council  
Developmental Disabilities Division/ **SRS**  
Montana Association for the Education of Young Children  
Association of Gifted and Talented Educators  
Rural Institute on Disabilities  
The Montana Center on Disabilities  
Mountain Plains Regional Resource Center  
Montana Transition Council  
Title One  
**Section 504**

Section 3. Where applicable, the Chief Executive Officer of each of the above agencies or entities will be asked to appoint an institutional representative and forward the name to the Superintendent of Public Instruction who he considered for membership. In the event where no formal organization exists, any adult resident of Montana shall be eligible for membership, provided that such resident be proposed by an existing council member to the Executive Committee of the Council.

Section 4. The name of the approved candidate for membership shall be then forwarded to the Superintendent of Public Instruction, who shall then make the official appointment to the Council.

Section 5. The term of membership shall be for a **two or** three year period.

## Article IV

### Officers

Section 1. The officers of the Council shall be a Chairperson, a Chair-Elect, and a Secretary. These three, along with the Office of Public Instruction Coordinator and the past chair of the Council shall constitute the Executive Committee.

Section 2. At the regular Spring meeting, members nominate and elect new officers.

Section 3. Officer shall be elected through nomination and vote of the full Council to serve a term of two years, or until their successors are elected. Their term of office shall commence at the beginning of the Autumn Meeting.

Section 4. No member shall hold more than one office at a **time, and no** member shall be eligible to serve more than two consecutive terms in office.

Section 5. In the event of a vacancy, the Chair shall appoint a successor(s).

## Article V

### Meetings

Section 1. Unless otherwise ordered by the Chairperson, regular meetings of the Council shall be held in October, January and April, on dates determined by the Council. Special meetings of the Council may be called by the Executive Committee and shall be called upon the written request of three members of the Council.

NOTE: Following Article V, insert the CSP1) Flow Chart Document

## Article VI

### Relationship to the Special Education Advisory Panel

To foster effective communication and coordination of efforts between this Council and the Special Education Advisory Panel, the following objectives will be implemented:

1. The minutes of each meeting will be provided to the chairperson of the Special Education Advisory panel;
2. Two to three Advisory Panel members will be invited to participate in the CSPD Summer Strategic Planning Meeting;
3. The designated member of both Councils will be placed formally on each meeting's agenda to provide a five-minute update of what took place at the Advisory Panel meeting which may pertain to the activities of this Council;

4. The Chairperson of this Council, along with the Chairperson of the Advisory Panel may elect to form ad-hoc committees consisting of members of both Councils to address mutual concerns.

## **Article VII**

### Committee Structure

The Council as a whole, will take action to address current issues in education across Montana. To do so, the Council may create an ad hoc committee to investigate and develop action steps on relevant topics to the education of students with disabilities.

As such, an ad hoc committee will develop specific goals and objectives, and remain in effect until its task is complete. It may draw its membership from current Council members, as well as other individuals whose expertise may enhance the functioning of the committee. These ad hoc committees will be central to the implementation of the Council' s Strategic Action Plan and will provide a report to the full council at each of the regular meetings.

What follows is a list of current ad hoc committees, or task forces, now functioning under the direction of the CSPD Council:

- Paraprofessional Consortium
- Montana Behavior Initiative (MBI)
- Higher Education Consortium
- Recruitment and Retention Task Force
- Related Service Partnership
- Mentoring Task Force

## **Article VIII**

### Parliamentary Authority

The rules contained in the current edition of Robert' s Rules of Order (newly revised) shall govern the Council in all cases to which they are applicable, and in which they are not inconsistent with these bylaws and any special rules of order the Council may adopt.

## **Article IX**

### Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Council by a two-thirds vote of the membership present.

## Montana CSPD Ad Hoc Committees: June 2000

Brief notes for inclusion on the next revision of the CSPD Brochure.

Paraprofessional Consortium: created to address the diverse needs of these essential team members in the delivery of services to students with disabilities, the Consortium works to advance the training needs of Montana' **Paraprofessionals** and advocates for their status in schools.

Montana Behavioral Initiative (MB1): a comprehensive professional development initiative that seeks to enhance the education of all students through school-wide systems change, advocating best practices from current research to empower schools to identify and meet needs locally.

Higher Education Consortium: composed of leaders in the field of higher education across Montana, its purpose is to interface the higher education system with the evolving needs in professional development in schools, to enhance both **preservice** and **inservice** educational opportunities.

Recruitment and Retention Task Force: is charged with investigating and making recommendations to the State Department of Education and local districts on strategies to enhance efforts in recruitment and retention of qualified, quality professionals for serving students with disabilities in Montana.

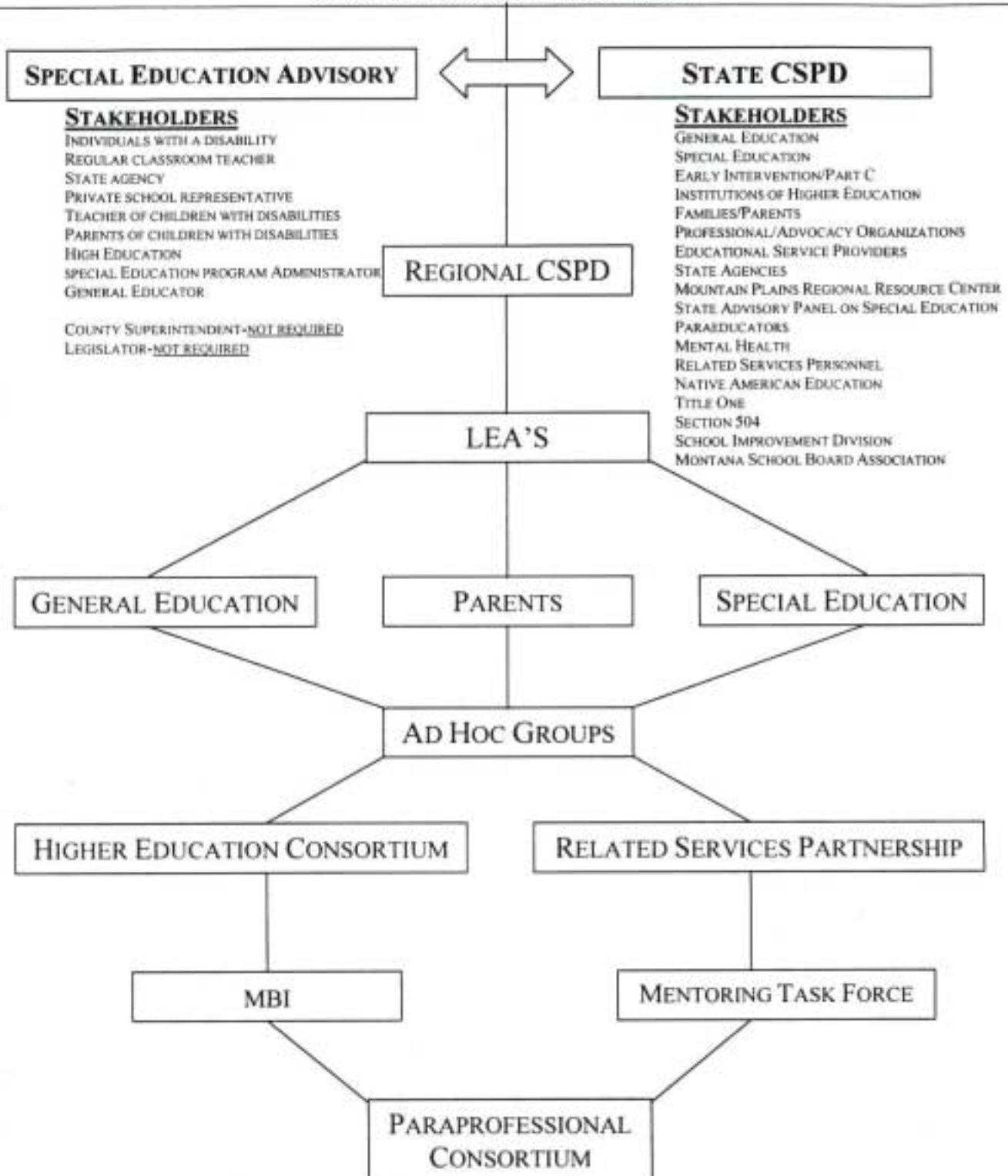
Related Service Partnership: seeks to address the shortage of qualified, quality related service personnel in Montana through enhancement and development of preservice education programs, both in Montana, and through regional higher education partnerships.

Mentoring Task Force: created with the goal of developing a comprehensive **mentoring** program to support beginning **special** educators in the field across Montana, and **advocating best practice** for all.



**STATE SUPERINTENDENT  
DIRECTOR OF SPECIAL EDUCATION  
SPECIAL EDUCATION DIVISION**

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# REGIONAL CSPD

THIS SECTION GIVES A HISTORY OF REGIONAL CSPD IN MONTANA; ILLUSTRATES THE CSPD REGIONS, AND THE RELATIONSHIP BETWEEN THE STATE AND REGIONAL CSPD PROCESS. THERE ARE ALSO SAMPLE LETTERS FOR REGIONAL NOMINATIONS AND CURRENT CSPD STATEWIDE ACTIVITIES.

The Office of Public Instruction has established procedures for the development and conduct of a Comprehensive System of Personnel Development (CSPD) which includes inservice, preservice, and technical assistance training for regular education teachers, special education teachers, school administrators, related service providers, and paraprofessionals. Montana Administrative Rules guide the CSPD process. The CSPD Council, comprised of specific stakeholders, has developed a strategic plan which provides the structure for addressing networking, dissemination leadership and planned change. The CSPD Council has endorsed the plan for developing regional CSPD strategic planning with the ultimate goal being that the regional planning would move to local district planning to ensure the effectiveness of each of the CSPD components.

The rationale for regionally structured planning is:

1. CASE regions are established with leaders already meeting on a regular basis and conducting inservice training planning.
2. Montana has a vast geographic nature.
3. The needs assessment, conducted by the Division of Special Education, Office of Public Instruction, is analyzed on a regional basis.
4. Inservice dollars from OPI were awarded regionally and based on regional needs.
5. Inservice programs, such as the ED Regional Resource Consultant Project and the Inclusion Consultants Project are regionally based.
6. It is the driving force to local district CSPD planning.

In 1993, regional CSPD planning was initiated.

1. OPI selected a regional team leader who, in turn, helped with the regional team selection.
2. The team, composed of a cross-section of specific stakeholders committed to CSPD and planned change, represented:
  - a. special education cooperative directors
  - b. special education directors
  - c. related service personnel
  - d. parents
  - e. regular education administrators
  - f. general education teachers
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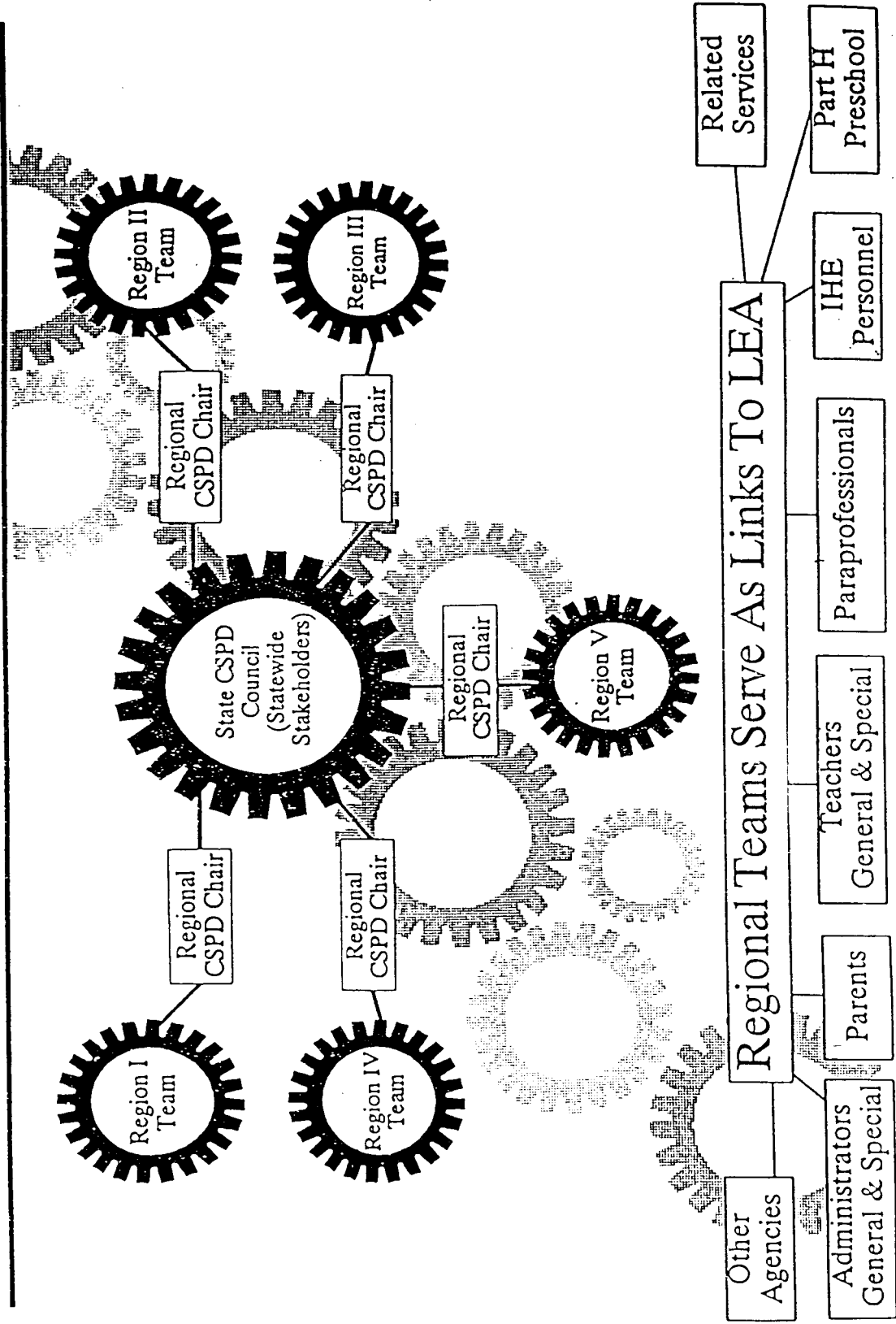
- h. paraprofessionals
- i. institutions of higher education
- j. preschool/early childhood special education personnel

The team composition remains the same in 2000. It should be noted that some regional councils have added stakeholders based on regional needs and priorities.

3. On December 9 – 11, 1993, the team attended a 2 1/2 day strategic planning process, to begin the development of a regional CSPD which would address the procedures required in the CSPD Administrative Rule and regional priorities.
4. The regional CSPD strategic planning/training was conducted by facilitators trained in CSPD strategic planning by the National CSPD Institute at the Council for Exceptional Children. The National CSPD Institute is directed by Karl Murray.
5. A commitment from regional members to at least two follow-up meetings is expected. Travel expenses are reimbursed by the Division of Special Education, Office of Public Instruction.
6. The regional team chair attends the state CSPD council meetings to ensure a link between the state and regional groups.
7. Each CSPD region receives funding from OPI Division of Special Education, Part B discretionary monies. These funds are to be used to implement the components of CSPD based on regional and statewide strategic planning.
8. Regional strategic planning has been completed in 1993, 1996, and 1999 to develop a vision, mission, and action plan to improve outcomes for children to guide change.

[illegible]

# Relationship of Statewide CSPD Councils, Regional CSPD and LEA's



# MONTANA CSPD VISION

SEPTEMBER 1999

## REGION I

Connected, interfacing, responsive hub  
Accessible, available, expertise, materials  
and other resources  
Hands-on, practical follow-up  
Open-minded, supportive administrators  
Logistical, efficient coordination

## REGION II

An enthusiastic, unified team with a  
shared vision and equal regard  
Inter/intra, agency/regional, cooperative  
coordination  
Accessible, high quality, measurable,  
relevant training  
All-encompassing, passion driven, well  
recognized results

## STATE

*Results-oriented:*  
Competent, valued personnel  
Productive, involved citizens  
*Self-sustaining:*  
Powerful, accessible resources  
Potent, effective advocacy/leadership  
*Comprehensive-system*  
Interdependent, purposeful, and sustained  
professional development  
Integrated, equalized network

## REGION III

Interdisciplinary, flexible teams  
Valued, open, on-going communication  
Educational, social, learner outcomes  
Meaningful, on-going training  
Involved, valued parents  
Collaborative, creative partnerships  
Children and youth in the center

## REGION IV

Technology-based, innovative, all  
inclusive network  
Full administered, representative,  
focused, visible Council  
Integrated, effective, pertinent training  
Positive, available, renewable energy  
Professional, active, visible community

## REGION V

Sufficient & flexible financial resources  
Successful outcomes for ALL children  
Relevant across discipline training  
Connecting responsible help  
Paid CSPD personnel  
Collaborative, coordinate  
community effort

# MONTANA STRATEGIC DIRECTIONS

SEPTEMBER 1999

## REGION I

Using technology to improve communication and information dissemination  
Expanding and improving our training capacity  
Increasing awareness and understanding of CSPD potential  
Sustaining an active and diverse membership

## REGION II

Implementing effective training  
Maximizing our impact  
Soliciting and sustaining an active membership

## STATE

Enhancing state policy/systems  
Evaluation and dissemination of findings  
Addressing personnel shortages  
Building pre-service system capacity  
Enhancing existing educational systems  
Expanding existing CSPD potential

## REGION III

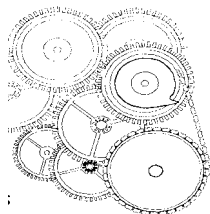
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Developing a stronger team  
Providing inclusive training  
Increasing awareness of CSPD

## REGION IV

Enhancing the operation of Regional CSPD  
Dispersing and soliciting input regarding CSPD  
Developing and maintaining a training framework

## REGION V

Influencing the reform of higher education  
Creating new ways to disseminate information, support and ideas  
Generating funds and support for CSPD  
Bridging the gap between existing model of training and desired outcomes for ALL children



Comprehensive  
System for  
Personnel  
Development

Name , Region`{..} CSPD Chairperson  
Address City, State, Zip  
Phone FAX  
[e-mail](#) address

{DATE}

Name  
Organization  
Address  
City, State Zip

Dear [person's name,

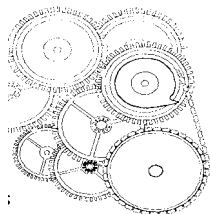
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Enclosed you will find an explanation of the Region {..} CSPD Council's vision, mission, goals and strategic plan. Also, you will find information concerning the state CSPD efforts.

CSPD involves many aspects of education from preservice, dissemination and collaboration to assessment, technical assistance and inservice training. Planned change will have the ultimate result of better services and programs for Montana's children, students and families. The Region {...} CSPD Council asks your commitment to vision, planning strategically and then to manage planned change for our region.

Being a stakeholder on the Region {..} Council does bring its responsibilities. First, you were selected to be a member of the council because you are viewed as a leader in your area, and thus, will be expected to share information with your constituents. You are being asked to commit to four meetings during the next three years, 2000-2003. As Region {...} CSPD Council Chair, I also serve as the liaison to the state CSPD council. Our goal is to achieve a statewide coordinated Comprehensive System of Personnel Development.





Comprehensive  
System for  
Personnel  
Development

Name , Region`{..} CSPD Chairperson  
Address City, State, Zip  
Phone FAX  
[e-mail](#) address

Principal/ Superintendent/ Supervisor name  
Title  
Address  
City, State Zip

Dear [person's name]

As the Region {..} CSPD Council Chairperson, I am very pleased to announce that {NAME} has been selected to serve on the Region {..}CSPD Council. {NAME}'s participation as a member of this team should be looked upon as an honor as well as an opportunity for collaborating, planning, and working with some of this state's top-notch education personnel-representing higher education and community agencies as well as secondary, elementary, and preschool education. Montana is viewed as a national leader in the area of CSPD, and through {NAME}'s expertise and planning we hope to make Montana's CSPD even stronger. CSPD, or Comprehensive System for Personnel Development, is viewed as the means to change and to reach resolution on many education issues.

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Travel expenses, mileage, per diem, and lodging will be reimbursed at current state rates for all participating Region {..} CSPD team members. For teachers who are involved, substitute reimbursement will be available. The district

clerk/business office will need to bill the Division of Special Education, Office of Public Instruction for the substitute time and send the bill to:

Attn: Susan Bailey Anderson  
CSPD Coordinator  
Division of Special Education  
PO Box 202501  
Helena, MT 59620-2501

You will only need to provide release time.

Building a system of service is visionary and provides an opportunity for networking, leadership and change for all of Montana. Change is a process rather than an event. Region {...} CSPD is committed to being a force for change.

If you have any questions, feel free to contact me at {.....}

With much appreciation,

CHAIR NAME

Region {...} CSPD Council Chairperson

Enclosures

The Region {...} CSPD Council plans to meet four times during the next school year. The team meets in various places across the region. The Office of Public Instruction, Division of Special education reimburses your travel, lodging, and per diem at current state rates for each meeting. To assist with travel costs, please try to arrange to travel together with other Council members from your area. Substitute reimbursement is available for teachers, paraprofessionals, and others. The district clerk/business office will need to bill the Division of Special Education, Office of Public Instruction for the substitute time and send the bill to:

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{October: time, place}  
{January: time, place}  
{March : time, place}

If you have questions, feel free to call me at {xxx-xxxx}. See you in ..... the morning of August 15<sup>th</sup> for a little socializing and continued team building/strategic planning.

Keep in mind that I will be sending your immediate supervisor, Principal; Superintendent notification of your appointment to the Region {...} CSPD Council. Also, you will be receiving notification of your three-year appointment from the State Superintendent of Public Instruction.

With warm regards

Name  
Region{...} Council Chairperson

Enclosures

-----  
Return to Lequita Cavill, e-mail lcavill@blackfoot.net , Address: PO Box 434,  
Thompson Falls, MT 59873, Fax:

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

- ☐ **YES, I accept this appointment to Region V CSPD and will commit time to participate in Regional meetings and events.**
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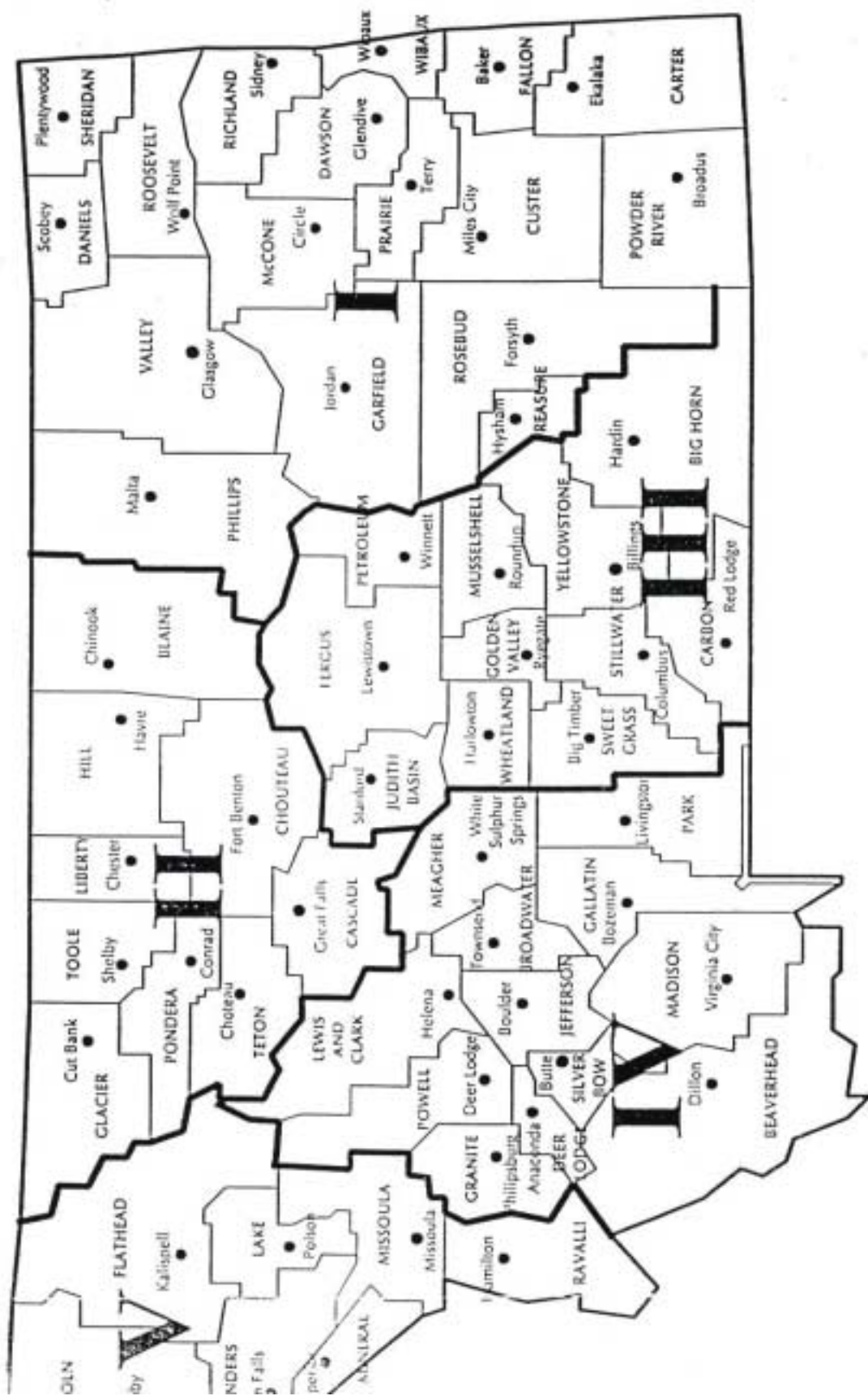
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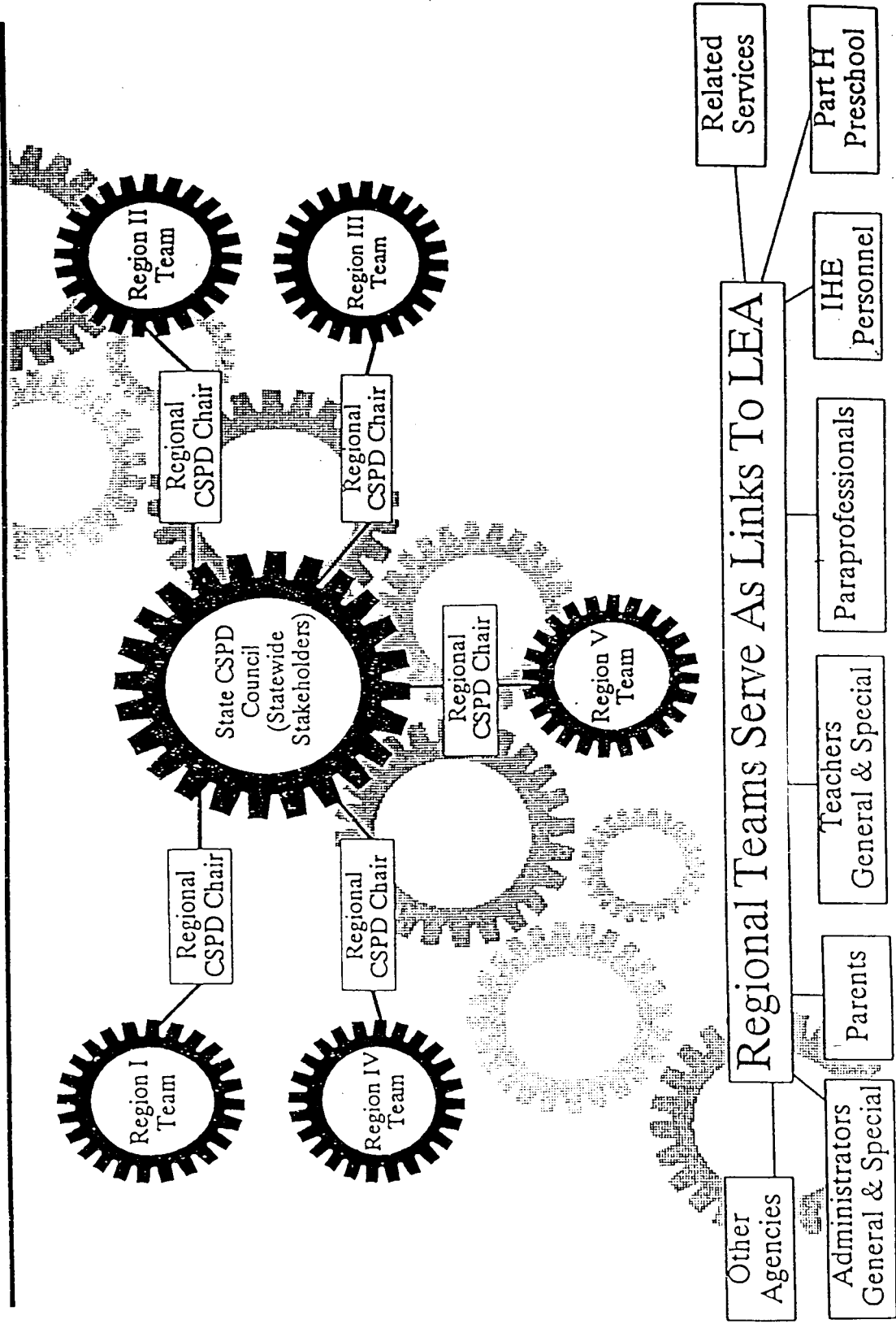
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# Relationship of Statewide CSPD Councils, Regional CSPD and LEA's



# MONTANA CSPD VISION

SEPTEMBER 1999

## REGION I

Connected, interfacing, responsive hub  
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*Self-sustaining:*  
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*Comprehensive-system*  
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# MONTANA STRATEGIC DIRECTIONS

SEPTEMBER 1999

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Expanding and improving our training capacity  
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Maximizing our impact  
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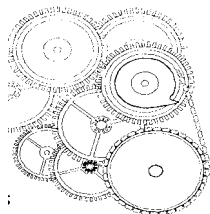
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Bridging the gap between existing model of training and desired outcomes for ALL children



Comprehensive  
System for  
Personnel  
Development

Name , Region`{..} CSPD Chairperson  
Address City, State, Zip  
Phone FAX  
[e-mail](#) address

{DATE}

Name  
Organization  
Address  
City, State Zip

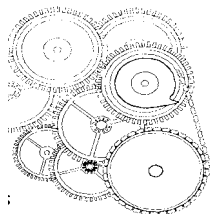
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Comprehensive  
System for  
Personnel  
Development

Name , Region`{..} CSPD Chairperson  
Address City, State, Zip  
Phone FAX  
[e-mail](#) address

Principal/ Superintendent/ Supervisor name  
Title  
Address  
City, State Zip

Dear [person's name]

As the Region {..} CSPD Council Chairperson, I am very pleased to announce that {NAME} has been selected to serve on the Region {..}CSPD Council. {NAME}'s participation as a member of this team should be looked upon as an honor as well as an opportunity for collaborating, planning, and working with some of this state's top-notch education personnel-representing higher education and community agencies as well as secondary, elementary, and preschool education. Montana is viewed as a national leader in the area of CSPD, and through {NAME}'s expertise and planning we hope to make Montana's CSPD even stronger. CSPD, or Comprehensive System for Personnel Development, is viewed as the means to change and to reach resolution on many education issues.

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CSPD Coordinator  
Division of Special Education  
PO Box 202501  
Helena, MT 59620-2501

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If you have any questions, feel free to contact me at {.....}

With much appreciation,

CHAIR NAME

Region {...} CSPD Council Chairperson

Enclosures

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Keep in mind that I will be sending your immediate supervisor, Principal; Superintendent notification of your appointment to the Region {...} CSPD Council. Also, you will be receiving notification of your three-year appointment from the State Superintendent of Public Instruction.

With warm regards

Name  
Region{...} Council Chairperson

Enclosures

Return to Lequita Cavill, e-mail lcavill@blackfoot.net , Address: PO Box 434, Thompson Falls, MT 59873, Fax:

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

- ☐ **YES, I accept this appointment to Region V CSPD and will commit time to participate in Regional meetings and events.**
- ☐ NO, I am unable to participate at this time. Thanks for asking.

**COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT  
ACTIVITIES**

**CSPD Projects**

State Improvement Plan  
Montana Schools  
Inservice Needs Assessment  
Special Education Endorsement  
Speech Traineeships  
CSPD Council (Strategic Plan)  
Parent Support  
Professional Group Support  
Manuals  
Disability Awareness Curriculum  
(People Like Us)  
Dissemination  
Services for Children with Deafness  
and Blindness (Dual Sensory  
Impairments)  
Assistive Technology Task Force  
Regional CSPD Councils  
Resource Directory  
Montana Behavioral Initiative  
Interpreter Training Project  
NASDSE Satellite Series  
Paraprofessional Consortium  
Paraprofessional Resource Guide  
Transition Outcomes Project

**Direct Funds to District**

LEA Compliance Funds  
Inservice Training/Technical  
Assistance  
Regional CSPD Councils  
\$24,000 per CSPD Region

**Regional CSPD Inservice Training  
Activities**

Inclusion Workshops/Sites  
Paraprofessional Training  
Classroom/Behavior Management  
Technology for Students with Disabilities  
Transition  
ADD/ADHD  
Special Education Foundations/Law 504  
Learning Strategies  
Preschool Issues  
Fetal Alcohol Syndrome/Effect  
Strategic Tutoring  
MetNet Training for CSPD Committee  
Members  
Pervasive Developmental Disorder  
Transition Outcomes Project  
Functional Behavior Assessment

### **Inservice Training/Technical Assistance Activities**

- Montana Conference of Education Leadership
- Council for Exceptional Children Conference
- Summer Institute (Rural Institute on Disabilities)
- Annual **Conference** on Services to Children and Adolescents with Emotional Disturbance and Their Families
- Developmental Disabilities Conference
- Monitoring Workshops (**MetNet**)
- Montana Behavioral Initiative/Big Sky Summer Institute
- Educator's Convention (**MEA/MFT**)
- Strategic Tutoring Workshops
- Early Assistance
- Temporary Seasonal Employees
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### **State Improvement Grant**

On April 19, 2000, the Division of Special Education at the Office of Public Instruction was awarded a State Improvement Grant from the United States Department of Education. The grant will be for a total of five years with a funding level of \$550,000 annually. Montana's State Improvement Grant will encompass initiatives that serve four purposes: Align current activities within general and special education; create a unified and coherent agenda of school improvement in Montana; target specific areas of need unique to the delivery of services to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and target statewide challenges in areas of personnel preparation, recruitment, retention and professional development.

Elements of the grant that are of special interest include components that:

- Support students with disability participation in statewide assessments,
- Coordination between special education and improvement efforts for overall school improvement,
- Integrated management information system that brings together data collected by general education, special education and vocational education divisions of the **OPI**, and
- **Expanded** efforts at recruitment and retention of special education personnel.

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## CSPD ARTICLE

JUST SOME CSPD FOOD FOR THOUGHT FROM  
OUR GOOD FRIEND, KARL MURRAY

# What Is the Comprehensive System of Personnel Development?

An Interview with Karl Murray, Director of the National Institute for CSPD Collaboration

## What is CSPD?

Special education law has required states to have comprehensive systems of personnel development (CSPD) since 1975. Each state must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring that they are trained to do their work and guards against serious personnel shortages.

## Why was the National Institute for CSPD Collaboration needed?

Since 1990, the National Institute for CSPD Collaboration at CEC has provided technical assistance to states in organizing and maintaining their staff preparation and development efforts through strategic planning.

Most states had extensive personnel development activities, but few had a comprehensive system that addressed all the parts of a CSPD. Many states lack communication between the state educational agency (SEA), the local educational agency, and colleges and universities concerning the skills that teachers and related services providers need. This is particularly true with respect to changing demographics and issues such as drugs, violence, and other problems teachers face daily.

By establishing state leadership committees for CSPD, we hope to encourage colleges and universities to conduct more field-based research in the schools and to use that information to guide them in determining what to teach. Also, because many colleges train general and special educators in separate programs, new teachers may have trouble adjusting to a more inclusive school environment.

In planning within states, we found

that many local districts would rather emphasize inservice training than work with the colleges and universities to change preservice programs. While we all need continuous inservice training to stay up-to-date, preservice education is where we should acquire the skills to do our jobs. SEAs, colleges and universities, and local districts need to create and maintain collaborative partnerships in teacher training.

CSPD involves university training, in-service education, parent training, and related services. The Institute helps states create collaborative partnerships of ALL of the groups in a state that are involved in teaching and providing educational services.

## What groups constitute the audiences for your training?

Most of the teams involve 10 to 15 people, including the state director of special education or the assistant state director, the CSPD coordinator for Part B (state grants) and Part H (early childhood), a representative from university training programs, and a school administrator who has special education classes on campus. Other attendees are parents, vocational rehabilitation representatives, and preservice teacher trainers.

## Why does the training focus on strategic planning?

Strategic planning involves developing a vision statement to guide change; scanning the environment to see what influences can be expected to affect the outcomes of the change process; assessing problems and opportunities; and developing goals, objectives and strategies. The Institute also helps states develop a multiyear implementation plan and an interim work plan.



Strategic planning differs from long-range planning in that it brings additional information to the process. We develop a vision of what the future will look like and where the state wants to take its personnel development efforts. Strategic planning requires that all stakeholders be at the table, and it requires prioritizing goals and objectives. Strategic planning also involves monitoring, evaluation, and revision of the plan. When people use long-range planning, they often skip the monitoring and evaluation and scrap the original plan to develop a new one. Strategic planning provides an opportunity to celebrate accomplishments and review priorities.

A strategic plan belongs to all stakeholders—if it is criticized, you find out how to fix it. It can take a while to develop a vision that everyone can live with. Teams come to a consensus and share the ownership of the plan with others.

## What has the Institute accomplished in the 5 years it has been in operation?

We have provided CSPD training to 40 states and 4 territories and have trained another 10 or 15 states in planning for Part H CSPD. We have worked with the Bureau of Indian Affairs and the Navajo Nation. And, we have run joint partnership seminars in 40 states with the American Occupational Therapy Association to promote collaboration between occupational therapists and CSPD planners.

## What do you think of the CSPD provisions?

CSPD was the most significant part of PL. 94-142. The regulations called for sweeping changes in how we collaborate in professional development. But these changes were not speci-

cally funded and did not receive the national and state leadership required to be successful. In order for CSPD to work, the federal government must fund state plans for personnel development based on collaborative partnerships, not competition. •

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